Fall 2014 SYLLABUS for
BLED/EDCI/RDG 690 Doctoral Seminar: Bilingual/ESL Research & Practice

Meets Aug 26, Sept 9, , Sept 23, Oct 7, Oct 21, Nov 18 & Dec 2
One online unit will be due Nov 4
Location: MPX 205   **Time**: Tues 4:30 – 10:00 PM

Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B
Office Hours: Tues and Wed 1:30 to 4:00 PM and by appointment
Office: 903-886-5533   **Department**: 903-886-5537
Office Fax: 903-886-5581   **Email Address:** Chris.Green@tamuc.edu

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbook Required:

Diane August & Timothy Shanahan, Editors (2006). *Developing Literacy in Second-Language Learners:
    Report of the National Literacy Panel on Language-Minority Children and Youth. Educating English
    Language Learners: A Synthesis of Research Evidence.* Mahwah, NJ: Lawrence Erlbaum Associates.
ISBN#: 0-8058-6076-2 (cloth)   0-8058-6077-0 (paper)   E-ISBN#: 1-4106-1423-9 (e-book)

Course Description:
BLED/EDCI/RDG 690: *Doctoral Seminar: Bilingual/ESL Research and Practice.*
In depth analysis of major topics of critical concern to the profession including common misconceptions about
English learners (ELs)and bilingual/ESL programs, effective strategies and methods for teaching ELs, and
research findings in the areas of oral language and literacy development and academic achievement for
bilingual learners. Prerequisite: Doctoral level standing or consent of the instructor.

Course Objectives: The student will..
1. Critically review research studies in bilingual/ESL education.
2. Identify a topic

Student Learning Outcomes (SLOs): The student will ...
1. Evaluate syntheses of research on the literacy development of English language learners.
2. Summarize the major findings of studies on the literacy development of ELLs and identify the implications
   for practice in bilingual/ESL classrooms and schools.
3. Locate and summarize recent studies (since 2006) on the literacy development of ELLs.
4. Select a topic based on bilingual/ESL research needs identified by respected scholars and formulate one
   comprehensive research question for that topic.
5. Locate, analyze, synthesize and interpret the body of research related to the selected topic.

COURSE REQUIREMENTS

750 points total

1. **Attendance/Professionalism,** (25 pts X 7 sessions = 175 pts, **23%**)**:** Attend all class sessions, arrive on time, and stay the entire time. Read all assigned chapters before they are due, participate in whole and small group discussions, and exhibit all expected aspects of professionalism.
SLO #1: Evaluate syntheses of research on the literacy development of English language learners.
SLO #2: Summarize the major findings of studies on the literacy development of ELLs and identify the implications for practice in bilingual/ESL classrooms and schools.
SLO #3: Locate and summarize recent studies (since 2006) on the literacy development of ELLs.
SLO #4: Select a topic based on bilingual/ESL research needs identified by respected scholars and formulate one comprehensive research question for that topic.
SLO #5: Locate, analyze, synthesize and interpret the body of research related to the selected topic.
Assessment Method: If all the above is done, you will get 25 points per session.

2. **Synthesis Evaluations:** (25 pts X 4 evaluations = 100 pts, **13%**)**:** Students will summarize and evaluate the four chapters in our *Developing Literacy in Second-Language Learners Educating ELLs* textbook that provide research syntheses of ELL literacy development in four areas: literacy development, cross-linguistic relationships, sociocultural contexts, and instructional approaches & professional development. The evaluations will focus on the importance of the research questions addressed in the syntheses and how well the studies reviewed have answered those questions.
SLO #1: Evaluate syntheses of research on the literacy development of English language learners.
Assessment Method: **Synthesis Evaluation Rubric**

3. **Chapter Reports** (150 pts, **20%**)**:** Students will work in teams to create a group report and slides (using the 7 X 7 rule) for assigned chapters of our textbook. The reports and slides will summarize the chapters and identify implications of the research for practice. Team members will co-present their slides to the class, making the presentations as interactive as possible.
SLO #2: Summarize the major findings of studies on the literacy development of ELLs and identify the implications for practice in bilingual/ESL classrooms and schools.
Assessment Method: **Chapter Reports, Slides, & Presentations Rubric** and **Team Contributions Ratings**

4. **Recent Studies Sharing** (75 pts, **10%**)**:** Students will find one study done since 2006 for each of the five topics addressed in Parts I-V of our textbook for a total of five studies. They will add links to the five studies to the course Webliography using the built-in format.
SLO #3: Locate and summarize recent studies (since 2006) on the literacy development of ELLs.
Assessment Method: All Webliography entries must be complete (Title, correct Category, URL, Description, Site Author, Submitter Name) and all links must connect to relevant studies.

5. **Annotated Bibliography:** (100 pts, **13%**)**:** Students will choose a research topic from the bilingual/ESL education research needs presented at the second class session as well as those identified in our textbook. They will formulate one research question related to their selected topic and locate and analyze relevant scholarly research articles. They will choose the five most methodologically sound and relevant articles, and create an annotated bibliography for the five articles.
SLO #4: Select a topic based on bilingual/ESL research needs identified by respected scholars and formulate one comprehensive research question for that topic.
SLO #5: Locate, analyze, synthesize and interpret the body of research related to the selected topic.

<u>Assessment Method</u>: The bibliography will include at least five primary, research articles that are directly related to the selected research topic, use correct APA style for citing the sources, and annotate each article concisely and accurately.

6. **Research Topic Literature Review** (150 pts, **20%**). Students will write a literature review that demonstrates knowledge of available sources, integrates knowledge from the sources, evaluates the significance of each study to the field and makes recommendations for designing future research. They will create a series of slides and present them to the class.

<u>SLO #4</u>: Select a topic based on bilingual/ESL research needs identified by respected scholars and formulate one comprehensive research question for that topic.

<u>SLO #5</u>: Locate, analyze, synthesize and interpret the body of research related to the selected topic.

<u>Assessment Method</u>: **<u>Literature Review, Slides, and Presentations Rubric</u>**

GRADING POLICIES

Grading Scale	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Electronic Gradebook:
- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complimenting various aspects of your work or making suggestions for improvement.

Attendance/Participation:
- Each class session is worth 25 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 25 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).
- 15 points will be subtracted for each partial absence of 15 or more minutes due to arriving late (includes breaks) or leaving early.
- If due to unusual circumstances such as an extended illness or unexpected work responsibilities, the student misses more than one session, he/she should contact the instructor to see if additional makeup assignments can be obtained and completed. Failure to communicate with the instructor in a timely way may result in an administrative drop from the course.

Late turn-ins:
- All assignments are to be completed and uploaded by midnight on the day they are due. A hard copy must also be provided at the next face to face session to the instructor. If either hard copy is not turned in or the electronic copy is not uploaded, **5% will be subtracted** from the total grade.
- 10% of the points awarded for an assignment will be subtracted for each day it is turned in late (after 12 AM) until it reaches 50%. Thereafter late assignments will be accepted for half credit up until the last class session.

Written Assignments (5% subtracted per item)**:**
- Include a header (name, date, course) on all your written assignments. Put it all on one line.
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Reports should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.

Cite your Sources: APA style should be used for all references. Include a citation in the body of your report (Author, Year) and a bibliography at the end. A complete guide to APA style is available at http://owl.english.purdue.edu/owl/resource/560/01/.

Example of citation in text:
The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references to be included in a bibliography at the end of your work:
From a book:
Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

From a journal:
Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology 18*(1), 27-45.

From a website: No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from http://frwebgate.access.gpo.gov/cgibin/ getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf

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TECHNOLOGY REQUIREMENTS

Technologies Needed:
- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Word and PowerPoint (any version) **Do not use other word processors**.
- Internet Explorer, Chrome, or Firefox (3.0).

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services. If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus or some other computer with high speed access to send in your work.

ACCESS AND NAVIGATION

eCollege Access and Log in Information
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M
University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.
You will need your CWID and password to log in to the course. If you do not know your CWID or have
forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

How the Course is Organized
The course consists of 8 units which correspond to class sessions which meet approximately every two weeks.
Beginning with the second class session, students will be required to submit and report on a major assignment
related to the course textbook and/or an individual project of their selection.

Instructions for all written assignments will be provided on the corresponding unit pages on the course website.
Check the instructions for links to evaluation tools such as rubrics and sample papers. Please review these
instructions and all associated documents carefully before beginning your assignments.

A dropbox, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are
found under the dropbox tab on the top toolbar in eCollege. Upload all assignments electronically into the
dropbox by midnight on the day they are due. Use Microsoft Word as your word processor and save your files
with a .doc or docx extension. Bring a hard copy of your work to class for turn-in.

COMMUNICATION AND SUPPORT

eCollege Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help
desk may be reached by the following means 24 hours a day, seven days a week. Do not contact me for tech
support, please contact them:
- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege
  Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support
  Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e.
  How to submit to dropbox, How to post to discussions etc…)

Email
You can easily use the "Email" tab on the top toolbar of eCollege to email me, any one individual or the whole
class if you like. I will only send email to your university email addresses using this system so **please check
your MyLeo email frequently.** Feel free to communicate with me and your classmates via email if you have
any questions or concerns (other than tech support issues). If, for example, you have to miss class, although not
required, I appreciate a message telling me why you will not be with us. (You still won't get any attendance
points for the missed session, but I'll worry about you less.)

DO NOT, however, send me your work as an email attachment. Send it to me via the dropbox as I have limits
on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in
the right dropbox, which is attached to the gradebook.

Dropbox

Your assignments are to be uploaded, **as an attachment**, to the appropriate dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, eg. "Dr. Green, please grade this latest report, not the one I sent yesterday as I made some corrections." I may send you comments via this box as well, so please click on the score to see my feedback to you.

eCollege Announcements

When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct Expected: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment" (*Student's Guide Handbook, Policies and Procedures, Conduct*).

➢ **Attendance**: Attendance at all class sessions is **required and essential** to your success in this course. You are expected to arrive on time and return from breaks promptly.

➢ **In Case of an Absence:** IT IS YOUR RESPONSIBILITY TO DETERMINE WHAT YOU MISSED.
Select a buddy who will be willing to collect any materials and take notes for you if you are out.

Name	Phone	E-Mail

➢ **Collaborative learning:** You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/ activities.

➢ **Cell Phones**: Turn off all cell phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.

➢ **Plagiarism:** Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. For more information see http://www.plagiarism.org/ or
http://www.mydistancecourses.org/owl/course/view.php?id=29.

COURSE CALENDAR

Unit	
1 Aug 26	• **Group Discussion**: Syllabus and Online Course Review • **Lecture:** August & Shanahan, Chapter 1, *Introduction & Methodology* and Chapter 2, *Demographic Overview* • **Activity:** Choose teams and topics
2 Sept 9	• **Synthesis Evaluations**: Chap 3, *Synthesis: Development of Literacy in L2 Learners* • **Team 1 Chapter Reports:** Chap 4, *Development of Literacy* and Chap 5, *L2 Oral Proficiency & L2 Literacy* • **Activity:** Research Needs in BE/ESL Education
3 Sept 23	• **Synthesis Evaluations**: Chap 6, *Synthesis: Cross Linguistic Relationships* • **Team 2 Chapter Reports:** Chap 7, *Cross Linguistic Relationships: Working Memory, Phonological Processes, & Oral Language*; Chap 8, *L1 Oral Proficiency & L2 Literacy* and Chap 9, *L1 & L2 Literacy* • **Activity:** Research Topics and Questions
4 Oct 7	• **Synthesis Evaluations**: Chap 10, *Synthesis: Sociocultural Contexts & Literacy Development* • **Team 3 Chapter Reports:** Chap 11, *Sociocultural Influences on Literacy Attainment* and Chap 12, *The Sociocultural Context in Which Children Acquire Literacy* • **Annotated Bibliographies** for individual research topics
5 Oct 21	• **Synthesis Evaluations**: Chap 13, *Synthesis: Instruction & Professional Development* • **Team 4 Chapter Reports:** Chap 14, *Language of Instruction* Chap 15, *Effective Literacy Instruction for* ELLs, Chap 16, *Qualitative Studies of Classroom & School Practices*, Chap 17, *Literacy Instruction for Language-Minority Children uin Speical Education Settings*, and Chap 18, *Teacher Beliefs & Professional Development.* • **Lecture:** Chapters 19 & 20, *Language & Literacy Assessment*
6 **ONLINE** Nov 4	• **Recent Studies Sharing:** Webliography additions for Parts I-V Research • **Literature Reviews** for individual research topics
7 Nov 18	• **Lecture:** Chapter 21, *Cross-Cutting Themes & Future Research Directions* • **Individual Presentations:** Research Topic Literature Reviews
8 Dec 2	• **Individual Presentations:** Research Topic Literature Reviews, continued

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and ServicesGee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835   Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu